DOCUMENT RESUME

ED 162 877 SE 025 377

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TITLE NCTM Commission on the Education of Teachers of Mathematics Survey of Pre-Service Secondary Mathematics Teacher Education Programmes.
INSTITUTION National Council of Teachers of Mathematics, Inc., Reston, Va.
PUB DATE Aug 78
NOTE 146p.; For related documents, see SE 025 376-378; Not available in hard copy due to marginal legibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Admission Criteria; Degree Requirements; Educational Research; Education Courses; Mathematics Education; *Preservice Education; Secondary Education; *Secondary School Mathematics; *Secondary School Teachers; Student Teaching; *Surveys; Teacher Certification; *Teacher Education; *Teacher Programs

ABSTRACT

Reported are the results of a survey on preservice secondary mathematics teacher education in the United States conducted by the Commission on the Education of Teachers of Mathematics of the National Council of Teachers of Mathematics. The Commission surveyed over 350 teacher education institutions in the United States. The purpose of the survey was to ascertain the status of preservice mathematics teacher education programs in North America. The document contains the survey instrument and reports the frequency of each response on each item. The survey instrument has six major categories: admission, basic data and orientation, typical course patterns, practicum/field experience, mathematics education instruction, and general. (MP)

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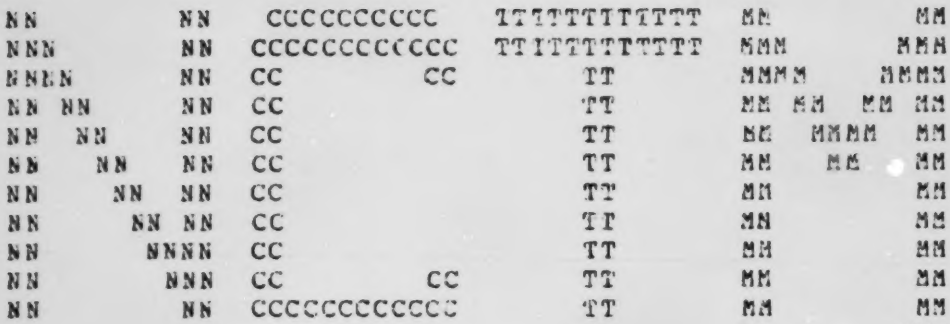
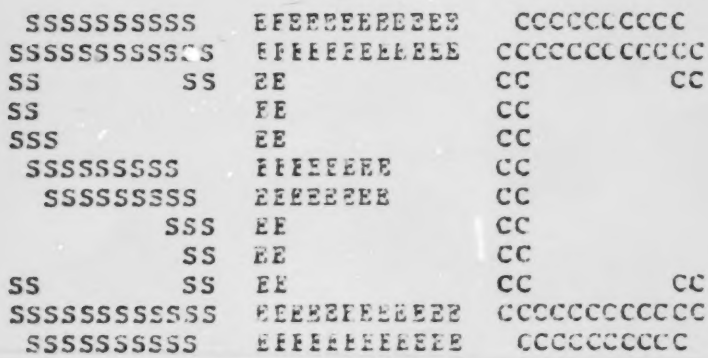


Commission on the Education of Teachers of Mathematics

Survey

of

Pre-Service Teacher Education Programmes



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NATIONAL INSTITUTE OF EDUCATION

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University of British Columbia

August 1978

FINAL VERSION

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SE 025 377

NATIONAL COUNCIL OF
Teachers of Mathematics
1906 Association Drive, Reston, Virginia 22091 ■ (703) 620-9840

Commission on the Education of Teachers of Mathematics

Survey Instrument on Preservice Secondary Mathematics Teacher Education

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I. Admission

1. Do you have special criteria for admission to secondary teacher education in addition to those established for admission to the institution? [__] Yes [__] No

If the answer to question #1 was "No," omit question #2 and proceed directly to Part II, question 3.

2. Check each of the criteria used to determine admission to a program in secondary mathematics education. For each checked criterion, provide the requested information.

a. Overall grade point average (GPA) [__] _____ cut-off score

b. GPA in mathematics [__] _____ cut-off score

c. A mathematics achievement test [__] _____ Name of test and cut-off score

d. Speech clearance [__] _____ By what means?

e. Personal interview [__] _____ By what faculty?

f. Recommendation(s) from faculty [__] _____ Number? or sources?

g. Other [__] _____ please describe

_____

_____

II. Basic Data and Orientation

3. What was the average number of graduates per year (on the basis of the three years 1975-1977) from your secondary mathematics teacher education program?

4. Level for which your Teaching Certificate Program qualifies students

a. 7 - 12 (secondary) _____

b. 9 or 10 - 12 (senior secondary school) _____

c. 6 (or 7) - 9 (junior secondary or middle only) _____

5. Please check the extent to which each of the following guidelines have been utilized in the design, modification, or evaluation of your program.

	None	Little	Moderate	Extensive
a. National Council of Teachers of Mathematics Guidelines	[___]	[___]	[___]	[___]
b. Mathematical Association of America Guidelines	[___]	[___]	[___]	[___]
c. Provincial or Local Guidelines	[___]	[___]	[___]	[___]

III. Typical Course Patterns

6. Mathematics Courses

a. Number required above calculus _____

b. Required courses beyond calculus will include at least one course in each of the following areas

Algebra	[___]
Analysis	[___]
Geometry	[___]
Probability/Statistics	[___]
History of Mathematics	[___]
Other_____ (Please specify)	[___]

7. Related Science Courses

At least one course is required in:	Physics	[___]
	Chemistry	[___]
	Biological Science	[___]
	Computer Science	[___]
	Other_____ (Please specify)	[___]

8. Professional Education Courses

a. Number of courses <u>required</u> in mathematics education, <u>excluding</u> student teaching. [____]

b. Please list the title of <u>each</u> of the above courses

_____

_____

_____

c. Number of courses required in adolescent development [__]

psychology of learning [__]

tests and measurements [__]

historical/sociological/ philosophical foundations [__]

other_____ [__]
(please specify)

_____

_____

IV. Practicum/Field Experience

9. Check only those activities REQUIRED in the field as part of the mathematics education program, exclusive of student teaching.

	Yes	No
a. Observation	[__]	[__]
b. One-to-one tutoring	[__]	[__]
c. Small group instruction	[__]	[__]
d. <u>Other</u> teaching assistant roles_____ (Please specify)	[__]	[__]

If you checked "yes" in any of the above, please answer question 10. Otherwise, go on to question 11.

10. Please fill in the appropriate information for each of the activities for which you checked "yes" in question 9.

	# of clock hours	grade levels	Check Each of Those Who Regularly Supervise: Graduate Student	College Faculty	Public School Faculty
a. Observation	_____	_____	[ ]	[ ]	[ ]
b. One-to-one tutoring	_____	_____	[ ]	[ ]	[ ]
c. Small group instruction	_____	_____	[ ]	[ ]	[ ]
d. Other teaching assistant roles	_____	_____	[ ]	[ ]	[ ]

11. Student Teaching

a. Check all the following which are prerequisites to student teaching:

(1) passing grade in one or more mathematics education courses [ ]

(2) overall GPA _____ [ ]
Please specify cutoff

(3) GPA in major _____ [ ]
Please specify cutoff

(4) Other (Please specify)_____ [ ]

b. The student teaching experience:

Total number of weeks _____

Number of classes assumed by last week _____

Grade level(s) taught_____

c. If placement involves two different experiences, please briefly describe.

_____

_____

_____

_____

Average # of visits (full-period observations)

(1) by mathematics education specialists from institution (1) _____ [_____]

(2) by nonmathematics faculty from institution (2) _____ [_____]

(3) by graduate student (3) _____ [_____]

(4) none (4) _____ [_____]

V. Mathematics Education Instruction

12. Check each of the activities and/or instructional areas emphasized in your instruction in mathematics education.

		None	Little	Moderate	Extensive
a.	Study of learning theories related to mathematics (Piaget, Gagne, Brunner, etc.)	[ ]	[ ]	[ ]	[ ]
b.	Lesson planning	[ ]	[ ]	[ ]	[ ]
c.	Quiz item (test) construction	[ ]	[ ]	[ ]	[ ]
d.	Manipulative/labs in math instruction (geoboards, paper-folding, etc.)	[ ]	[ ]	[ ]	[ ]
e.	Use of media (tapes, films, filmstrips)	[ ]	[ ]	[ ]	[ ]
f.	Use of computing devices (computers, hand-held calculators, etc.)	[ ]	[ ]	[ ]	[ ]
g.	Exposure to activities and journals of NCTM and local/regional mathematics education professional organizations	[ ]	[ ]	[ ]	[ ]
h.	Study of problems in				
	(1) special education	[ ]	[ ]	[ ]	[ ]
	(2) urban education	[ ]	[ ]	[ ]	[ ]
	(3) career education	[ ]	[ ]	[ ]	[ ]
	(4) slow/gifted	[ ]	[ ]	[ ]	[ ]
	(5) individualized instruction	[ ]	[ ]	[ ]	[ ]
i.	Analysis of video tapes	[ ]	[ ]	[ ]	[ ]
j.	Pencil - paper simulations	[ ]	[ ]	[ ]	[ ]
k.	Micro teaching to peers	[ ]	[ ]	[ ]	[ ]

1. Other (specify)_____ [___] [___] [___] [___]

_____ [___] [___] [___] [___]

_____ [___] [___] [___] [___]

_____ [___] [___] [___] [___]

13. What text(s) are used in your mathematics education courses?

	Course Title	Text Title	Instructor-constructed Materials	
			Yes	No
a.	_____	_____	[___]	[___]
b.	_____	_____		
c.	_____	_____		

14. Has your province either already mandated Competency-Based Teacher Education or committed itself to do so by some future date?

If the response to question #14 was "No," go on to question 16.

15. To what extent is your program presently competency-based?

None	Little	Mod-erate	Exten-sive
[___]	[___]	[___]	[___]

16. Check each of the following means by which you have evaluated your program since 1972.

a. Follow up of graduates [___]

b. Written feedback form given to those just completing program [___]

c. Written survey of public school cooperating faculty [___]

d. Other (specify)_____ [___]

_____ [___]

_____ [___]

17. Check those items available to students in your program

	Available during Instruction in Course	Mav Be Borrowed during Student Teaching
Mathematics laboratory	[___]	[___]
Video Tape Recorder	[___]	[___]
Media Center	[___]	[___]
Mathematics Education library	[___]	[___]
Computer Terminal	[___]	[___]
Calculators	[___]	[___]
Other (please specify)_____	[___]	[___]
_____	[___]	[___]
_____	[___]	[___]

VI. In General

18. What is the single most important aspect of your program? Describe briefly and indicate whether explanatory/support materials are available if this aspect is instructional.

19. What is the greatest need or problem in your program?

Thank you for taking the time to complete this form. Return it in the envelope provided to

Mr. Charles Hucka
NCTM
1906 Association Drive
Reston, Virginia 22091

Item 2C---MATHEMATICS ACHIEVEMENT TEST

1. Comp. Test of Basic Skills
2. A. C. T.
3. Designed locally
4. California Achievement Tests
5. S. T. E. P.

Item 2D---SPEECH CLEARANCE

1. Screening test
2. Clinic
3. Elective course
4. Required course
5. Interview
6. Department or Faculty approval
7. No means given
8. Advisor
9. Demonstrated proficiency

Item 8B---REQUIRED MATHEMATICS EDCUATION COURSES

1. Teaching Mathematics in Secondary Schools (Secondary Methods)
2. Introduction to the Mathematics Classroom---Field Experiences
3. Educational Psychology
4. General Methods
5. Teaching of Reading in Mathematics
6. History, Philosophy, Administration, and Foundations
7. Elementary Methods
8. Audio-visual Course
9. Others

Item 13---MATHEMATICS EDUCATION COURSE TITLE

1. Teaching Secondary School Mathematics
2. Contemporary Teaching of Secondary Mathematics
3. Secondary School Methods---Mathematics
4. Methods and Materials---Mathematics
5. Methods of Teaching Mathematics
6. Curriculum and Instruction
7. Mathematics Curriculum and Methods
8. Mathematics Education
9. Mathematics for Secondary Teachers
10. Instructional Techniques in Mathematics
11. Special Methods
12. Secondary Methods
13. Methods...Mathematics...Secondary School
14. Mathematics in the Secondary School
15. Methods for Secondary Mathematics
16. Foundations for Teaching in the Secondary School
17. Professional Semester
18. Development of Pre-field Competencies
19. Methods I
20. Methods II
21. Mathematics Understanding
22. Geometry
23. Fundamentals of Teaching
24. Combined Methods/Student Teaching---Mathematics
25. Teaching Strategies---General
26. Teaching Mathematics in Secondary School
27. Clinical Teaching
28. NONE
29. Varies
30. Workshop in Mathematics Education
31. Locally numbered course
32. Algebra for Teachers
33. Geometry for Teachers

Item 13---MATHEMATICS EDUCATION COURSE TEXTBOOK

1. Learning How to Teach Mathematics in Secondary School
2. Guidelines for Teaching Mathematics---Johnson and Rising
3. Secondary School Mathematics---Johnson
4. Textbook by Bassler and Kolb(See #1)
5. Dynamics of Teaching Secondary School Mathematics---Cooney
6. Mathematics Teaching---Travers
7. Journals and Yearbooks
8. The Teaching of Mathematics---Fawcett and Cummings
9. Teaching Secondary Mathematics---Krulik
10. The Teaching of Secondary Mathematics---Butler and Wren
11. NONE
12. Activities in Mathematics
13. Perspectives on Secondary Mathematics Education
14. Teaching in Secondary School---Callahan and Clark
15. Teaching Mathematics-A Source Book of Aids
16. Mathematics in Secondary School: Selected Readings---Rising
17. Psychology of Learning Mathematics
18. A First Course in Geometry
19. Reading and School Mathematics
20. Teaching Mathematics---Maletsky and Sobel
21. A Systematic Approach to Instruction in Mathematics--a pre-publication of Addison-Wesley
22. Kulm Lab Book
23. How to Solve It
24. Methods of Secondary Mathematics Education
25. Models for Secondary Mathematics Education---Byars
26. Counting to Calculus
27. Varies
28. Readings in Secondary School Mathematics---Aichele and Reys
29. Class textbooks
30. General Methods Books
31. Suydam, et. al.
32. Mathematics for Secondary School Teachers
33. Lab Approach to Teaching Mathematics
34. Men of Mathematics
35. Number--Language of Science
36. Contemporary Teaching...---Willoughby
37. Computer book
38. Unpublished manuscript
39. Diagnostic Teaching Secondary School Mathematics

ITEM 18---SINGLE MOST IMPORTANT ASPECT OF PROGRAM

1. Two semesters of methods before student teaching
2. Lots of practice and lesson planning
3. Methods and student teaching
4. Methods
5. Mix of theory and practice
6. Student teaching
7. Personnel
8. Small groups and individualized approach
9. Emphasis and quality of mathematics content
10. Elementary and secondary methods
11. Use of Moore-Method
12. Flexibility of the components of the program
13. Sensitizing the students
14. Variety of experiences and courses
15. Math labs
16. Integrated professional semester
17. LACK of emphasis on math labs and computers
18. Presenting math in common sense terms
19. Everything
20. Contact between university and schools
21. Computer courses and facilities
22. Cooperation between departments
23. Good mathematics background upon graduation
24. Supervision
25. Inservice training
26. Peer teaching
27. Diagnosis and remediation
28. Humanization

Item 19---GREATEST NEED OR PROBLEM IN PROGRAM

1. Experimental high school
2. More time in program
3. Expanded program
4. More money
5. More time to prepare
6. More emphasis and improvement in methods and student teaching
7. More people preparing individualized learning
8. More "In School" contact
9. Evaluation
10. Integration of the components of the programme
11. More room and facilities
12. More interested and prepared students
13. More humanitarianism
14. Discipline in the public schools
15. Wider range of experiences
16. Better selection of courses and textbooks
17. More flexibility
18. Computer course
19. Timing of student teaching
20. Support staff
21. More "In School" experiences for professors
22. Motivation techniques to use in the school
23. More contact between mathematics education professors and their students
24. Improve mathematical understanding
25. Quality of classroom teachers
26. Sensitizing the students
27. Finding student teaching placements
28. Government interference
29. Criteria for hiring teachers
30. Modeling and lessons for students
31. Metric materials
32. More proferssors at the secondary level
33. Stronger commitment of those involved
34. More staff
35. More lab experiences before student teaching
36. NONE
37. Experience in teaching geometry
38. Diagnosis and remediation component
39. Better teaching at the university level
40. Field based activities
41. Contact between professors and students
42. Communication to bring students into programmes
43. Involving public school staff in university programme
44. Variation in background of students
45. Further background (in-service) for after-degree students
46. Supervision
47. More recognition of the importance of what we are doing
48. Improve attitudes

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**          *****      SPSS VERSION 7.01       *****                 **
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**                                                                    **
**                                                                    **
**     THIS IS SPSS VERSION 7.01 (SPSS.V701),IMPLEMENT-               **
**     ED AT UBC ON MAY 15,1977.  IT SUPPORTS THE FEA-                **
**     TURES DOCUMENTED IN THE SPSS MANUAL(MC GRAW-HILL               **
**     1975), PLUS MORE. "$COPY SPSS:NEWS" FOR MORE IN-               **
**     FORMATION.  IF YOU HAVE ANY PROBLEMS WITH SPSS                 **
**     SEE STAN KITA, RCOM 410 COMPUTER SCIENCES BUILD-               **
**     ING (PHONE 228-5726).                                          **
**                                                                    **
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STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES

MTS/SPSS, VERSION H, RELEASE 7.2 FEBRUARY 8, 1978

DEFAULT SPACE ALLOCATION.. ALLOWS FOR.. 100 TRANSFORMATIONS
WORKSPACE 70000 BYTES 400 RECODE VALUES + LAG VARIABL
TRANSPACE 10000 BYTES 1600 IF/COMPUTE OPERATIONS

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                NOGRAD 24-26
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                STATE 33 MATHREQ 34-35 ALGEBRA 36 ANALYSI
                PROBSTAT 39
                 HISTORY 40 OTHER2 41 PHYSICS 42 CHEM 43
                OTHER3 46 MATHED 47 COURSE1 48 COURSE2 49
                ADOLDEV 51 PSYLRN 52 TESTMEAS 53 FOUNDAT
                OBSERVAT 56 TUTORING 57 SMGROUP 58 OTHER5
                OBLEVEL 63 OBGRAD 64 OBFAC 65 OBTEACH 66
                TGRAD 71 TFACULTY 72 TTEACHER 73 SMGHOURS

                SMGGRAD 78 SMGFAC 79 SMGTEACH 80
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                J 22-23 K 24-25 L 26 M 27 N 28-29 O 30-31
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                AJ 52 AK 53 AL 54-55 AM 56-57 AN 58 AO 59
                AP 61-62 AQ 63 AR 64-65 AS 66 AT 67 AU 68
                AW 70 AX 71 AY 72 AZ 73 BA 74 BB 75 BC 76
                BE 78 BF 79
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                BP 14 BQ 15-16 BR 17-18
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INPUT MEDIUM    DISK
N OF CASES      UNKNOWN
VAR LABELS      ADMISS HAVE ADDITIONAL ADMISSION CRITERIA
                GPACUT OVERALL GRADE POINT AVERAGE REQUIR
                GPAMATH REQUIRED MATHEMATICS GRADE POINT
                ACHTEST MATHEMATICS ACHIEVEMENT TEST NAME
                SCORE MATHEMATICS ACHIEVEMENT TEST SCORE/
                SPEECH CLEARANCE/INTERVW PERSONAL INTERVI
                RECOMEND RECOMMENDATIONS FROM FACULTY/
                OTHER1 HAVE OTHER ADMISSION CRITERIA/
                NOGRAD AVERAGE NUMBER OF GRADUATES: 1975-
                CERT712 LEVEL OF CERTIFICATION: 7 - 12/
                CER10X12 LEVEL OF CERTIFICATION: 10 - 12/
                CERT6TO9 LEVEL OF CERTIFICATION: 6 - 9/
                NCTM USE OF GUIDELINES: NCTM/
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NASDTEC USE OF GUIDELINES: NASDTEC/
MAA USE OF GUIDELINES: MAA/
STATE USE OF GUIDELINES: STATE OR LOCAL/
MATHREQ NO. OF REQ. MATH. COURSES ABOVE C
ALGEBRA COURSE IS REQUIRED/
ANALYSIS ANALYSIS COURSE IS REQUIRED/
GEOMETRY GEOMETRY COURSE IS REQUIRED/
PROBSTAT PROBABILITY AND STATISTICS IS RE
HISTORY HISTORY OF MATHEMATICS COURSE IS
OTHER2 OTHER COURSE REQUIRED/
PHYSICS PHYSICS COURSE IS REQUIRED/
CHEM CHEMISTRY COURSE IS REQUIRED/
BIOSCI BIOLOGICAL SCIENCES COURSE IS REQU
COMPSCI COMPUTER SCIENCE COURSE IS REQUIR
OTHER3 OTHER COURSE REQUIRED/
MATHED NUMBER OF COURSES REQUIRED IN MATH
COURSE1 TITLE OF FIRST COURSE LISTED/
COURSE2 TITLE OF SECOND COURSE LISTED, IF
COURSE3 TITLE OF THIRD COURSE LISTED, IF
ADOLDEV # OF ADOLESCENT DEVELOPMENT COURS
PSYLRN # OF PSYCHOLOGY OF LEARNING COURSE
TESTMEAS # OF TEST & MEASUREMENT COURSES
FOUNDAT NUMBER OF FOUNDATIONS COURSES REQ
OTHER4 NUMBER OF OTHER COURSES REQUIRED/
OBSERVAT OBSERVATION IS A REQ. FIELD EXPE
TUTORING 1-1 TUTORING IS A REQ. FIELD EXP
SMGROUP SMALL GROUP INSTRUCTION IS REQ FI
OTHER5 OTHER REQUIRED FIELD EXPERIENCES?/
OBHOURS NUMBER OF CLOCK HOURS OF OBSERVAT
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OBGRAD GRADUATE STUDENT SUPERVISES OBSERV
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TGRAD GRADUATE STUDENT SUPERVISES 1-1 TUT
TFACULTY FACULTY SUPERVISES 1 - 1 TUTORIN
TTEACHER TEACHER SUPERVISES 1 - 1 TUTORIN
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D FACULTY SUPERVISES OTHER TEACHING ROLES
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STUDENT TEACHING PREREQUISITE-STP: PASS M
G STP: MINIMUM OVERALL GRADE POINT AVERAG
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I DO YOU HAVE OTHER STP'S?/
J NUMBER OF WEEKS OF STUDENT TEACHING/
K NUMBER OF CLASSES ASSUMED BY LAST WEEK/

L GRADE LEVEL TAUGHT/
M PLACEMENT INVOLVES TWO DIFFERENT EXPS.?
N AVERAGE NO. OF VISITS BY MATH ED FACUL
O AVE NO. OF VISITS BY NON-MATH ED FACUL
P AVERAGE NUMBER OF VISITS BY GRAD STUDE
Q VISITS: NONE
R MATH ED INSTRUCTION: LEARNING THEORI
S MATH ED INSTRUCTION: LESSON PLANNING/
T MATH ED INSTRUCTION: TEST CONSTRUCTIO
U MATH ED INSTRUCTION: LABS-MANIPULATIVES
V MATH ED INSTRUCTION: USE OF MEDIA/
W MATH ED INSTRUCTION: COMPUTING DEVICES
X MATH ED INSTRUCTION: JOURNALS/
Y STUDY OF PROBLEMS IN SPECIAL EDUCATION/
Z STUDY OF PROBLEMS IN URBAN EDUCATION/
AB STUDY OF PROBLEMS IN CAREER EDUCATION/
AC STUDY PROBLEMS IN SLOW-GIFTED STUDENTS
AD STUDY USE OF INDIVIDUALIZED INSTRUCTIO
AE USE OF ANALYSIS OF VIDEO TAPES/
AF USE OF PAPER-PENCIL SIMULATIONS/
AG MICRO-TEACHING TO PEERS/
AH ANOTHER AREA EMPHASIZED1/
AI ANOTHER AREA EMPHASIZED2/
AJ ANOTHER AREA EMPHASIZED3/
AK ANOTHER AREA EMPHASIZED4/
AL MATHEMATICS EDUCATION COURSE: TITLE/
AM MATHEMATICS EDUCATION COURSE: TEXTBO
AN INSTRUCTOR-CONSTRUCTED MATERIALS USED/
AO MATHEMATICS EDUCATION COURSE 2: TITL
AP MATHEMATICS EDUCATION COURSE 2: TEXTBO
AQ MATHEMATICS EDUCATION COURSE 3: TITLE
AR MATHEMATICS EDCUATION COURSE 3: TEXTBO
AS COMPETENCY-BASED TEACHER EDUCATION/
AT TO WHAT EXTENT IS YOUR PROGRAM CBTE?/
AU EVALUATION: FOLLOW-UP OF GRADUATES/
AV EVALUATION: WRITTEN FEEDBACK OF SENIO
AW EVALUATION: SURVEY COOPERATING TEACHE
AX DO YOU USE OTHER MEANS OF EVALUATION?/
AY AVAILABLE FOR COURSE: MATHEMATICS LA
AZ MAY BORROW FOR PRACTICUM: MATH LABS/
BA AVAILABLE IN COURSE: VIDEO TAPE RECOR
BB MAY BORROW FOR PRACTICUM: VIDEO TAPE
BC AVAILABLE IN COURSE: MEDIA CENTRE/
BD MAY BORROW FOR PRACTICUM: MEDIA CENT
BE AVAILABLE IN COURSE: MATH. ED. LIBRAR
BF MAY BORROW FOR PRACTICUM: MATH ED LIB/
BG AVAILABLE IN COURSE: COMPUTER TERMIN
BH BORROW IN PRACTICUM: COMPUTER TERMINA
BI AVAILABLE IN COURSE: CALCULATORS/
BJ MAY BORROW FOR PRACTICUM: CALCULATOR
BK OTHER ITEMS AVAILABLE DURING COURSE?/
BL OTHER ITEMS AVAILABLE FOR PRACTICUM?/
BM STILL OTHERS??/
BN CAN THEY BE BORROWED FOR THE PRACTICU

NCTM.SECONDARY

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                                BO OTHERS FOR COURSE/BP OTHERS FOR PRIC.
                                BQ SINGLE MOST IMPORTANT ASPECT OF PROG
                                BR GREATEST NEED OF PROGRAM/
                VALUE LABELS    ADMISS,OTHER1,ALGEBRA TO OTHER3,OBSERVA
                                OBGRAD TO OBTEACH,TGRAD TO TTEACHER,SMG
                                C TO STUDENT,I,M,AN,AS,AU TO BP (0)NO(1)
                                NCTM TO STATE,B TO AK,AT (0)NONE(1)LIST
                                (3)EXTENSIVE/OBLEVEL,TLEVEL,SMGLEVEL,S,I
                                (1)GRADES 7 - 9(2)GRADES 10 - 12(3)GRADT
                                SPEECH (0)NOT GIVEN(1)SCREENING TEST(2)CL
                                (4)REQUIRED COURSE(5)INTERVIEW(6)DEPT G
                                GIVEN(8)ADVISOR(9)DEMO'D PROFICIENCY/INT
                                (1)EDUCATION(2)MATHEMATICS(3)OTHERS/CERT7
                                (1)7-12 IS OFFERED/CER10X12(0)10-12 NOT O
                                (1)10-12 IS OFFERED/
                                CERT6TO9 (0)6-9 NOT OFFERED(1)6-9 IS OFF
                                COURSE1 TO COURSE3 (0)NONE(1)SEC. MATH.
                                (2)INTRO TO MATH CLASS
                                 (3)EDUCATION PSYCHOLOGY(4)GENERAL METHOD
                                (5)TEACH READING INMATH
                                 (6)FOUNDATIONS(7)ELEMENTARY METHODS
                                (8)AUDIO-VISUAL COURSE
                                 (9)OTHERS/AQ (0)NONE LISTED(1)ONE LISTED

                                ACHTEST (0)NONE(1)BASIC SKILLS: CBTS(2)AC
                                (4)CALIFORNIA ACH TESTS/
                PRINT FORMATS   GPACUT(2), GPAMATH(2),SCORE(2),G(2),H(2)
                FREQUENCIES     GENERAL=ALL
                OPTIONS         3,6,9

GIVEN WORKSPACE ALLOWS FOR   7000 TOTAL VALUES AND    700 LABELED VALUES PER

                READ INPUT DATA

AFTER READING    315 CASES FROM SUBFILE NONAME  ,  END OF FILE WAS ENCOUNTER
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NCTM.SECONDARY

ADMISS HAVE ADDITIONAL ADMISSION CRITERIA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	56	17.8	17.8	17.8
YES	1.	259	82.2	82.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

SCTN.SECONDARY

GPACUT OVERALL GRADE POINT AVERAGE REQUIRED

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.0	64	20	20	2.15	4	1	53	2.80	1	0	98
1.00	2	1	21	2.20	34	11	63	4.00	1	0	98
1.10	1	0	21	2.25	50	16	79	4.25	1	0	99
1.20	2	1	22	2.30	12	4	83	5.50	1	0	99
1.25	2	1	23	2.35	1	0	83	9.00	1	0	99
1.50	1	0	23	2.40	2	1	84	22.00	1	0	100
2.00	82	26	49	2.50	39	12	97	40.00	1	0	100
2.10	8	3	51	2.75	4	1	98				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

GPAMATH REQUIRED MATHEMATICS GRADE POINT AVERAGE

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.0	143	45	45	2.20	8	3	64	3.00	7	2	98
1.00	1	0	46	2.25	26	8	72	4.00	1	0	98
1.20	2	1	46	2.30	8	3	75	4.25	1	0	99
1.25	1	0	47	2.35	1	0	75	5.50	1	0	99
1.50	1	0	47	2.50	59	19	94	30.00	1	0	99
2.00	39	12	59	2.60	3	1	95	40.00	1	0	100
2.10	4	1	61	2.70	1	0	95	90.00	1	0	100
2.15	3	1	62	2.75	2	1	96				

VALID CASES 315 MISSING CASES 0

MCTM.SECONDARY

ACHTEST MATHEMATICS ACHIEVEMENT TEST NAME

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	304	96.5	96.5	96.5
BASIC SKILLS: CBTS	1.	2	0.6	0.6	97.1
ACT	2.	3	1.0	1.0	98.1
LOCAL TEST	3.	4	1.3	1.3	99.4
CALIFORNIA ACH TESTS	4.	1	0.3	0.3	99.7
	90.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

SCORE MATHEMATICS ACHIEVEMENT TEST SCORE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.0	305	96.8	96.8	96.8
	1.00	2	0.6	0.6	97.5
	2.00	3	1.0	1.0	98.4
	3.00	4	1.3	1.3	99.7
	4.00	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

SPEECH CLEARANCE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT GIVEN	-0.	165	52.4	52.4	52.4
SCREENING TEST	1.	41	13.0	13.0	65.4
CLINIC	2.	15	4.8	4.8	70.2
ELECTIVE COURSE	3.	2	0.6	0.6	70.8
REQUIRED COURSE	4.	46	14.6	14.6	85.4
INTERVIEW	5.	16	5.1	5.1	90.5
DEPT OR FAC APPROVAL	6.	13	4.1	4.1	94.6
NO MEANS GIVEN	7.	7	2.2	2.2	96.8
ADVISOR	8.	3	1.0	1.0	97.8
DEMO'D PROFICIENCY	9.	7	2.2	2.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

INTERVW PERSONAL INTERVIEW

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	194	61.6	61.6	61.6
EDUCATION	1.	39	12.4	12.4	74.0
MATHEMATICS	2.	27	8.6	8.6	82.5
OTHERS	3.	55	17.5	17.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

RECOMEND RECOMMENDATIONS FROM FACULTY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	130	41.3	41.3	41.3
EDUCATION	1.	184	58.4	58.4	99.7
MATHEMATICS	2.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OTHER1 HAVE OTHER ADMISSION CRITERIA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	187	59.4	59.4	59.4
YES	1.	128	40.6	40.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

NOGRAD AVERAGE NUMBER OF GRADUATES: 1975-1977

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	61	19	19	12.	15	5	79	24.	2	1	96
1.	7	2	22	13.	3	1	80	25.	2	1	96
2.	27	9	30	14.	6	2	82	26.	1	0	97
3.	19	6	36	15.	11	3	85	27.	1	0	97
4.	13	4	40	16.	6	2	87	28.	2	1	97
5.	34	11	51	17.	2	1	88	30.	3	1	98
6.	14	4	56	18.	4	1	89	38.	1	0	99
7.	11	3	59	19.	1	0	89	40.	1	0	99
8.	15	5	64	20.	12	4	93	45.	1	0	99
9.	4	1	65	21.	2	1	94	50.	1	0	100
10.	23	7	72	22.	3	1	95	200.	1	0	100
11.	5	2	74	23.	1	0	95				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

CERT712 LEVEL OF CERTIFICATION: 7 - 12

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
7-12 NOT OFFERED	0.	8	2.5	2.5	2.5
7-12 IS OFFERED	1.	307	97.5	97.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

CER10X12 LEVEL OF CERTIFICATION: 10 - 12

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
10-12 NOT OFFERED	0.	300	95.2	95.2	95.2
10-12 IS OFFERED	1.	15	4.8	4.8	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECCNDARY

CERT6TO9 LEVEL OF CERTIFICATION: 6 - 9

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
6-9 NOT OFFERED	0.	293	93.0	93.0	93.0
6-9 IS OFFERED	1.	22	7.0	7.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

NCTM USE OF GUIDELINES: NCTM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	47	14.9	14.9	14.9
LITTLE	1.	48	15.2	15.2	30.2
MODERATE	2.	151	47.9	47.9	78.1
EXTENSIVE	3.	69	21.9	21.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

NASDTEC USE OF GUIDELINES: NASDTEC

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	138	43.8	43.8	43.8
LITTLE	1.	48	15.2	15.2	59.0
MODERATE	2.	81	25.7	25.7	84.8
EXTENSIVE	3.	48	15.2	15.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

MAA USE OF GUIDELINES: MAA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	77	24.4	24.4	24.4
LITTLE	1.	55	17.5	17.5	41.9
MODERATE	2.	111	35.2	35.2	77.1
EXTENSIVE	3.	72	22.9	22.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

STATE USE OF GUIDELINES: STATE OR LOCAL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	54	17.1	17.1	17.1
LITTLE	1.	23	7.3	7.3	24.4
MODERATE	2.	69	21.9	21.9	46.3
EXTENSIVE	3.	169	53.7	53.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

MATHREQ NO. OF REQ. MATH. COURSES ABOVE CALCULUS

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	32	10	10	13.	3	1	82	26.	1	0	95
1.	1	0	10	14.	4	1	83	27.	2	1	96
3.	10	3	14	15.	7	2	86	28.	2	1	97
4.	18	6	19	16.	1	0	86	29.	1	0	97
5.	28	9	28	18.	7	2	88	30.	3	1	98
6.	58	18	47	19.	2	1	89	33.	1	0	98
7.	39	12	59	20.	3	1	90	34.	1	0	98
8.	23	7	66	21.	5	2	91	37.	1	0	99
9.	23	7	74	22.	3	1	92	42.	1	0	99
10.	11	3	77	23.	1	0	93	45.	1	0	99
11.	3	1	78	24.	6	2	95	49.	1	0	100
12.	10	3	81	25.	1	0	95	67.	1	0	100

VALID CASES 315 MISSING CASES 0

NCTM,SECONDARY

ALGEBRA COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	24	7.6	7.6	7.6
YES	1.	291	92.4	92.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

ANALYSIS ANALYSIS COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	130	41.3	41.3	41.3
YES	1.	185	58.7	58.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

GEOMETRY GEOMETRY COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	38	12.1	12.1	12.1
YES	1.	277	87.9	87.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

PROBSTAT PROBABILITY AND STATISTICS IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	105	33.3	33.3	33.3
YES	1.	210	66.7	66.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

HISTORY HISTORY OF MATHEMATICS COURSE IS REQUIRE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	266	84.4	84.4	84.4
YES	1.	49	15.6	15.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

SCTR.SECONDARY

OTHER2 OTHER COURSE REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	207	65.7	65.7	65.7
YES	1.	108	34.3	34.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

PHYSICS PHYSICS COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	214	67.9	67.9	67.9
YES	1.	101	32.1	32.1	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

CHEM CHEMISTRY COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	271	86.0	86.0	86.0
YES	1.	44	14.0	14.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BIOSCI BIOLOGICAL SCIENCES COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	247	78.4	78.4	78.4
YES	1.	68	21.6	21.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

COMPSCI COMPUTER SCIENCE COURSE IS REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	179	56.8	56.8	56.8
YES	1.	136	43.2	43.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OTHER3 OTHER COURSE REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	247	78.4	78.4	78.4
YES	1.	68	21.6	21.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

MATHED NUMBER OF COURSES REQUIRED IN MATH. ED.

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	42	13.3	13.3	13.3
	1.	175	55.6	55.6	68.9
	2.	44	14.0	14.0	82.9
	3.	12	3.8	3.8	86.7
	4.	10	3.2	3.2	89.8
	5.	7	2.2	2.2	92.1
	6.	7	2.2	2.2	94.3
	7.	2	0.6	0.6	94.9
	8.	2	0.6	0.6	95.6
	9.	14	4.4	4.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

COURSE1 TITLE OF FIRST COURSE LISTED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	41	13.0	13.0	13.0
SEC. MATH. METHODS	1.	218	69.2	69.2	82.2
INTRO TO MATH CLASS	2.	5	1.6	1.6	83.8
EDUCATION PSYCHOLOGY	3.	9	2.9	2.9	86.7
GENERAL METHODS	4.	27	8.6	8.6	95.2
TEACH READING INMATH	5.	1	0.3	0.3	95.6
FOUNDATIONS	6.	4	1.3	1.3	96.8
ELEMENTARY METHODS	7.	4	1.3	1.3	98.1
OTHERS	9.	6	1.9	1.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

COURSE2 TITLE OF SECOND COURSE LISTED, IF ANY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	247	78.4	78.4	78.4
SEC. MATH. METHODS	1.	26	8.3	8.3	86.7
INTRO TO MATH CLASS	2.	8	2.5	2.5	89.2
EDUCATION PSYCHOLOGY	3.	13	4.1	4.1	93.3
GENERAL METHODS	4.	11	3.5	3.5	96.8
TEACH READING INMATH	5.	2	0.6	0.6	97.5
FOUNDATIONS	6.	2	0.6	0.6	98.1
ELEMENTARY METHODS	7.	1	0.3	0.3	98.4
AUDIO-VISUAL COURSE	8.	1	0.3	0.3	98.7
OTHERS	9.	4	1.3	1.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

COURSE3 TITLE OF THIRD COURSE LISTED, IF ANY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	277	87.9	87.9	87.9
SEC. MATH. METHODS	1.	9	2.9	2.9	90.8
INTRO TO MATH CLASS	2.	1	0.3	0.3	91.1
EDUCATION PSYCHOLOGY	3.	2	0.6	0.6	91.7
TEACH READING INMATH	5.	1	0.3	0.3	92.1
FOUNDATIONS	6.	1	0.3	0.3	92.4
AUDIO-VISUAL COURSE	8.	1	0.3	0.3	92.7
OTHERS	9.	23	7.3	7.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

ADOLDEV # OF ADOLESCENT DEVELOPMENT COURSES REQ.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	115	36.5	36.5	36.5
	1.	181	57.5	57.5	94.0
	2.	9	2.9	2.9	96.8
	3.	6	1.9	1.9	98.7
	4.	2	0.6	0.6	99.4
	5.	1	0.3	0.3	99.7
	6.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

PSYLRN # OF PSYCHOLOGY OF LEARNING COURSES REQ.

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	69	21.9	21.9	21.9
	1.	226	71.7	71.7	93.7
	2.	15	4.8	4.8	98.4
	3.	5	1.6	1.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

TESTMEAS # OF TEST & MEASUREMENT COURSES REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	189	60.0	60.0	60.0
	1.	123	39.0	39.0	99.0
	2.	1	0.3	0.3	99.4
	3.	2	0.6	0.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

FOUNDAT NUMBER OF FOUNDATIONS COURSES REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	62	19.7	19.7	19.7
	1.	206	65.4	65.4	85.1
	2.	37	11.7	11.7	96.8
	3.	9	2.9	2.9	99.7
	4.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

MCTM.SECONDARY

OTHER4 NUMBER OF OTHER COURSES REQUIRED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	0.	174	55.2	55.2	55.2
	1.	110	34.9	34.9	90.2
	2.	19	6.0	6.0	96.2
	3.	9	2.9	2.9	99.0
	4.	3	1.0	1.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OBSERVAT OBSERVATION IS A REQ. FIELD EXPERIENCE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	50	15.9	15.9	15.9
YES	1.	265	84.1	84.1	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

TUTORING 1-1 TUTORING IS A REQ. FIELD EXPERIENCE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	168	53.3	53.3	53.3
YES	1.	147	46.7	46.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

MCTM.SECONDARY

SMGROUP SMALL GROUP INSTRUCTION IS REQ FIELD EXP

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	148	47.0	47.0	47.0
YES	1.	167	53.0	53.0	100.0
	TOTAL	315	100.0	100.0	

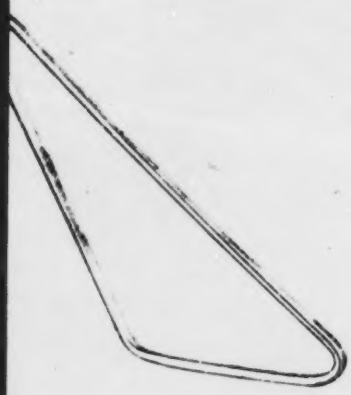
VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OTHER5 OTHER REQUIRED FIELD EXPERIENCES?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	168	53.3	53.3	53.3
YES	1.	147	46.7	46.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0



NCTM.SECONDARY

OBHOURS NUMBER OF CLOCK HOURS OF OBSERVATION

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	100	32	32	13.	2	1	60	40.	10	3	91
1.	2	1	32	14.	1	0	60	45.	3	1	92
2.	5	2	34	15.	19	6	66	48.	1	0	93
3.	9	3	37	16.	5	2	68	50.	6	2	95
4.	4	1	38	18.	2	1	69	60.	4	1	96
5.	10	3	41	20.	23	7	76	75.	1	0	96
6.	7	2	43	21.	2	1	77	77.	1	0	97
7.	1	0	44	24.	6	2	78	80.	5	2	98
8.	6	2	46	25.	3	1	79	100.	4	1	99
9.	1	0	46	30.	23	7	87	120.	1	0	100
10.	38	12	58	32.	3	1	88	150.	1	0	100
12.	4	1	59	35.	2	1	88				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OBLEVEL GRADE LEVELS FOR OBSERVATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT GIVEN	-0.	98	31.1	31.1	31.1
GRADES 7 - 9	1.	9	2.9	2.9	34.0
GRADES 10 - 12	2.	21	6.7	6.7	40.6
GRADES 7 - 12	3.	187	59.4	59.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OBGRAD GRADUATE STUDENT SUPERVISES OBSERVATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	305	96.8	96.8	96.8
YES	1.	10	3.2	3.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OBFAC FACULTY SUPERVISES OBSERVATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	138	43.8	43.8	43.8
YES	1.	177	56.2	56.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

OBTEACH CLASSROOM TEACHER SUPERVISES OBSERVATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	118	37.5	37.5	37.5
YES	1.	197	62.5	62.5	100.0
	TOTAL	315	100.0	100.0	

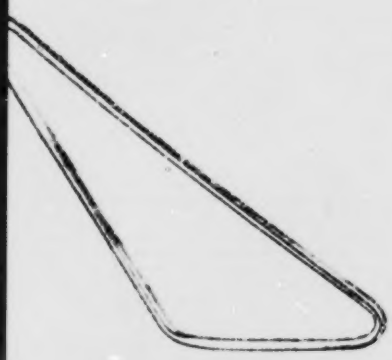
VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

THOUR NUMBER OF CLOCK HOURS OF 1 - 1 TUTORING

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	210	67	67	14.	2	1	84	36.	1	0	96
1.	5	2	68	15.	9	3	87	40.	2	1	97
2.	5	2	70	16.	2	1	88	50.	1	0	97
3.	3	1	71	18.	2	1	88	60.	4	1	98
4.	3	1	72	20.	11	3	92	70.	1	0	99
5.	10	3	75	21.	1	0	92	80.	2	1	99
6.	6	2	77	25.	3	1	93	100.	1	0	100
8.	1	0	77	28.	1	0	93	150.	1	0	100
10.	14	4	82	30.	7	2	96				
12.	6	2	83	32.	1	0	96				

VALID CASES 315 MISSING CASES 0



NCTM.SECONDARY

TLEVEL GRADE LEVELS FOR 1 - 1 TUTORING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT GIVEN	-0.	206	65.4	65.4	65.4
GRADES 7 - 9	1.	7	2.2	2.2	67.6
GRADES 10 - 12	2.	7	2.2	2.2	69.8
GRADES 7 - 12	3.	95	30.2	30.2	100.0
	TOTAL	315	100.0	100.0	

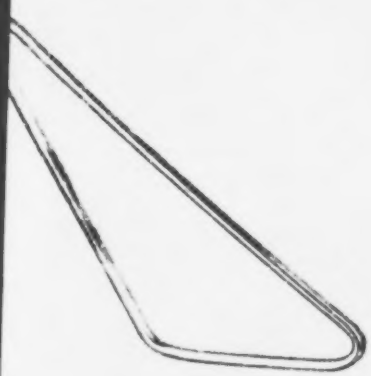
VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

TGRAD GRADUATE STUDENT SUPERVISES 1-1 TUTORING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	303	96.2	96.2	96.2
YES	1.	12	3.8	3.8	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0



NCTM.SECONDARY

TFACULTY FACULTY SUPERVISES 1 - 1 TUTORING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	217	68.9	68.9	68.9
YES	1.	98	31.1	31.1	100.0
	TOTAL	315	100.0	100.0	

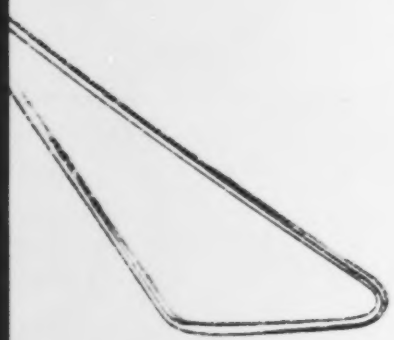
VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

TTEACHER TEACHER SUPERVISES 1 - 1 TUTORING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	214	67.9	67.9	67.9
YES	1.	101	32.1	32.1	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0



NCTM.SECONDARY

SMGHOURS # HOURS OF SMALL GROUP INSTRUCTION: SGI

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	195	62	62	15.	9	3	89	42.	1	0	96
1.	5	2	63	18.	1	0	89	50.	1	0	97
2.	17	5	69	20.	5	2	90	60.	2	1	97
3.	10	3	72	21.	1	0	91	70.	1	0	97
4.	4	1	73	24.	2	1	91	75.	2	1	98
5.	11	3	77	25.	2	1	92	80.	3	1	99
6.	5	2	78	30.	8	3	95	90.	1	0	99
8.	3	1	79	36.	1	0	95	100.	1	0	100
10.	17	5	85	37.	1	0	95	150.	1	0	100
12.	2	1	85	38.	1	0	96				
14.	1	0	86	40.	1	0	96				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

SMGLEVEL GRADE LEVELS FOR SMALL GROUP INSTRUCTION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT GIVEN	-0.	205	65.1	65.1	65.1
GRADES 7 - 9	1.	8	2.5	2.5	67.6
GRADES 10 - 12	2.	8	2.5	2.5	70.2
GRADES 7 - 12	3.	94	29.8	29.8	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

SMGGRAD GRADUATE STUDENT SUPERVISES SGI

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	304	96.5	96.5	96.5
YES	1.	11	3.5	3.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

SMGFAC FACULTY SUPERVISES SGI

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	192	61.0	61.0	61.0
YES	1.	123	39.0	39.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

SMGTEACH CLASSROOM TEACHER SUPERVISES SGI

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	219	69.5	69.5	69.5
YES	1.	96	30.5	30.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

A NUMBER OF HOURS OF OTHER TEACHING ROLES

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	223	71	71	15.	7	2	85	45.	2	1	96
1.	2	1	71	16.	1	0	86	46.	1	0	96
2.	5	2	73	20.	5	2	87	50.	2	1	97
3.	2	1	74	24.	3	1	88	60.	2	1	97
4.	3	1	75	25.	5	2	90	75.	2	1	98
5.	11	3	78	26.	1	0	90	80.	2	1	98
6.	4	1	79	30.	7	2	92	90.	1	0	99
8.	2	1	80	32.	3	1	93	100.	2	1	99
10.	8	3	83	35.	1	0	94	120.	1	0	100
12.	2	1	83	40.	4	1	95	180.	1	0	100

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

B GRADE LEVELS FOR OTHER TEACHING ROLES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT GIVEN	-0.	222	70.5	70.5	70.5
GRADES 7 - 9	1.	4	1.3	1.3	71.7
GRADES 10 - 12	2.	5	1.6	1.6	73.3
GRADES 7 - 12	3.	84	26.7	26.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

C GRAD STUDENT SUPERVISES OTHER TEACHING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	307	97.5	97.5	97.5
YES	1.	8	2.5	2.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

D FACULTY SUPERVISES OTHER TEACHING ROLES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	228	72.4	72.4	72.4
YES	1.	87	27.6	27.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

E CLASSROOM TEACHER SUPERVISES OTHER ROLES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	215	68.3	68.3	68.3
YES	1.	100	31.7	31.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

STUDENT TEACHING PREREQUISITE-STP: PASS MATH ED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	80	25.4	25.4	25.4
YES	1.	235	74.6	74.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

G STP: MINIMUM OVERALL GRADE POINT AVERAGE

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.0	26	8	8	2.15	5	2	49	2.80	1	0	98
1.00	3	1	9	2.20	31	10	59	3.00	1	0	98
1.20	2	1	10	2.25	49	16	74	4.00	1	0	99
1.25	2	1	10	2.30	16	5	79	4.25	1	0	99
1.50	1	0	11	2.35	5	2	81	5.50	1	0	99
2.00	108	34	45	2.40	4	1	82	9.00	1	0	100
2.01	1	0	45	2.50	44	14	96	40.00	1	0	100
2.10	6	2	47	2.75	5	2	98				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

H STP: MINIMUM GRADE POINT AVERAG IN MAJOR

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.0	55	17	17	2.20	14	4	50	2.75	2	1	96
1.00	3	1	18	2.25	40	13	62	3.00	7	2	98
1.20	2	1	19	2.30	12	4	66	4.00	1	0	98
1.25	1	0	19	2.35	4	1	67	4.25	1	0	98
1.50	1	0	20	2.40	2	1	68	5.50	1	0	99
2.00	72	23	43	2.45	1	0	68	9.00	3	1	100
2.01	1	0	43	2.50	80	25	94	40.00	1	0	100
2.10	4	1	44	2.60	3	1	95				
2.15	3	1	45	2.70	1	0	95				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

I DO YOU HAVE OTHER STP'S?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	156	49.5	49.5	49.5
YES	1.	159	50.5	50.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

J NUMBER OF WEEKS OF STUDENT TEACHING

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	11	3	3	12.	16	5	67	20.	2	1	97
6.	1	0	4	13.	3	1	68	24.	2	1	98
7.	6	2	6	14.	11	3	72	30.	2	1	99
8.	63	20	26	15.	27	9	80	36.	1	0	99
9.	38	12	38	16.	35	11	91	40.	2	1	100
10.	58	18	56	17.	2	1	92	45.	1	0	100
11.	19	6	62	18.	15	5	97				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

K NUMBER OF CLASSES ASSUMED BY LAST WEEK

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	66	21.0	21.0	21.0
	2.	14	4.4	4.4	25.4
	3.	43	13.7	13.7	39.0
	4.	37	11.7	11.7	50.8
	5.	106	33.7	33.7	84.4
	6.	33	10.5	10.5	94.9
	7.	2	0.6	0.6	95.6
	9.	2	0.6	0.6	96.2
	10.	1	0.3	0.3	96.5
	11.	1	0.3	0.3	96.8
	16.	1	0.3	0.3	97.1
	30.	2	0.6	0.6	97.8
	40.	1	0.3	0.3	98.1
	45.	1	0.3	0.3	98.4
	50.	1	0.3	0.3	98.7
	60.	1	0.3	0.3	99.0
	65.	1	0.3	0.3	99.4
	90.	2	0.6	0.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

L GRADE LEVEL TAUGHT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NOT GIVEN	-0.	14	4.4	4.4	4.4
GRADES 7 - 9	1.	2	0.6	0.6	5.1
GRADES 10 - 12	2.	11	3.5	3.5	8.6
GRADES 7 - 12	3.	288	91.4	91.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

MCTH.SECCNDARY

M PLACEMENT INVOLVES TWO DIFFERENT EXPS.?

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	211	67.0	67.0	67.0
YES	1.	104	33.0	33.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

N AVERAGE NO. OF VISITS BY MATH ED FACULTY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	97	30.8	30.8	30.8
	1.	31	9.8	9.8	40.6
	2.	28	8.9	8.9	49.5
	3.	39	12.4	12.4	61.9
	4.	34	10.8	10.8	72.7
	5.	26	8.3	8.3	81.0
	6.	27	8.6	8.6	89.5
	7.	4	1.3	1.3	90.8
	8.	10	3.2	3.2	94.0
	9.	1	0.3	0.3	94.3
	10.	8	2.5	2.5	96.8
	12.	5	1.6	1.6	98.4
	14.	1	0.3	0.3	98.7
	15.	1	0.3	0.3	99.0
	16.	1	0.3	0.3	99.4
	20.	1	0.3	0.3	99.7
	45.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

O AVE NO. OF VISITS BY NON-MATH ED FACULTY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	129	41.0	41.0	41.0
	1.	10	3.2	3.2	44.1
	2.	18	5.7	5.7	49.8
	3.	37	11.7	11.7	61.6
	4.	32	10.2	10.2	71.7
	5.	31	9.8	9.8	81.6
	6.	17	5.4	5.4	87.0
	7.	7	2.2	2.2	89.2
	8.	7	2.2	2.2	91.4
	9.	3	1.0	1.0	92.4
	10.	15	4.8	4.8	97.1
	12.	2	0.6	0.6	97.8
	14.	1	0.3	0.3	98.1
	15.	2	0.6	0.6	98.7
	16.	1	0.3	0.3	99.0
	20.	1	0.3	0.3	99.4
	45.	1	0.3	0.3	99.7
	50.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

P AVERAGE NUMBER OF VISITS BY GRAD STUDENT

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	301	95.6	95.6	95.6
	1.	1	0.3	0.3	95.9
	2.	1	0.3	0.3	96.2
	3.	2	0.6	0.6	96.8
	4.	4	1.3	1.3	98.1
	6.	2	0.6	0.6	98.7
	8.	2	0.6	0.6	99.4
	10.	2	0.6	0.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

Q VISITS: NONE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	315	100.0	100.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

R

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	27	8.6	8.6	8.6
LITTLE	1.	78	24.8	24.8	33.3
MODERATE	2.	173	54.9	54.9	88.3
EXTENSIVE	3.	37	11.7	11.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

S MATH ED INSTRUCTION: LESSON PLANNING

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	11	3.5	3.5	3.5
LITTLE	1.	25	7.9	7.9	11.4
MODERATE	2.	125	39.7	39.7	51.1
EXTENSIVE	3.	154	48.9	48.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

T MATH ED INSTRUCTION: TEST CONSTRUCTION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	18	5.7	5.7	5.7
LITTLE	1.	66	21.0	21.0	26.7
MODERATE	2.	170	54.0	54.0	80.6
EXTENSIVE	3.	61	19.4	19.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

U MATH ED INSTRUCTION: LABS-MANIPULATIVES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	23	7.3	7.3	7.3
LITTLE	1.	85	27.0	27.0	34.3
MODERATE	2.	135	42.9	42.9	77.1
EXTENSIVE	3.	72	22.9	22.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

V MATH ED INSTRUCTION: USE OF MEDIA

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	24	7.6	7.6	7.6
LITTLE	1.	114	36.2	36.2	43.8
MODERATE	2.	140	44.4	44.4	88.3
EXTENSIVE	3.	37	11.7	11.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

W MATH ED INSTRUCTION: COMPUTING DEVICES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	41	13.0	13.0	13.0
LITTLE	1.	109	34.6	34.6	47.6
MODERATE	2.	136	43.2	43.2	90.8
EXTENSIVE	3.	29	9.2	9.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

X MATH ED INSTRUCTION: JOURNALS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	13	4.1	4.1	4.1
LITTLE	1.	47	14.9	14.9	19.0
MODERATE	2.	136	43.2	43.2	62.2
EXTENSIVE	3.	119	37.8	37.8	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

Y STUDY OF PROBLEMS IN SPECIAL EDUCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	110	34.9	34.9	34.9
LITTLE	1.	144	45.7	45.7	80.6
MODERATE	2.	57	18.1	18.1	98.7
EXTENSIVE	3.	4	1.3	1.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

Z STUDY OF PROBLEMS IN URBAN EDUCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	125	39.7	39.7	39.7
LITTLE	1.	122	38.7	38.7	78.4
MODERATE	2.	58	18.4	18.4	96.8
EXTENSIVE	3.	10	3.2	3.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AB STUDY OF PROBLEMS IN CAREER EDUCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	96	30.5	30.5	30.5
LITTLE	1.	146	46.3	46.3	76.8
MODERATE	2.	67	21.3	21.3	98.1
EXTENSIVE	3.	6	1.9	1.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AC STUDY PROBLEMS IN SLOW-GIFTED STUDENTS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	35	11.1	11.1	11.1
LITTLE	1.	108	34.3	34.3	45.4
MODERATE	2.	146	46.3	46.3	91.7
EXTENSIVE	3.	26	8.3	8.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AD STUDY USE OF INDIVIDUALIZED INSTRUCTION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	20	6.3	6.3	6.3
LITTLE	1.	81	25.7	25.7	32.1
MODERATE	2.	168	53.3	53.3	85.4
EXTENSIVE	3.	46	14.6	14.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AE USE OF ANALYSIS OF VIDEO TAPES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	102	32.4	32.4	32.4
LITTLE	1.	78	24.8	24.8	57.1
MODERATE	2.	91	28.9	28.9	86.0
EXTENSIVE	3.	44	14.0	14.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AF USE OF PAPER-PENCIL SIMULATIONS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	97	30.8	30.8	30.8
LITTLE	1.	106	33.7	33.7	64.4
MODERATE	2.	95	30.2	30.2	94.6
EXTENSIVE	3.	17	5.4	5.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AG MICRO-TEACHING TO PEERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	0.	40	12.7	12.7	12.7
LITTLE	1.	50	15.9	15.9	28.6
MODERATE	2.	137	43.5	43.5	72.1
EXTENSIVE	3.	88	27.9	27.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECCNDARY

AH ANOTHER AREA EMPHASIZED1

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	233	74.0	74.0	74.0
LITTLE	1.	6	1.9	1.9	75.9
MODERATE	2.	36	11.4	11.4	87.3
EXTENSIVE	3.	40	12.7	12.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECCNDARY

AI ANOTHER AREA EMPHASIZED2

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	269	85.4	85.4	85.4
LITTLE	1.	5	1.6	1.6	87.0
MODERATE	2.	21	6.7	6.7	93.7
EXTENSIVE	3.	20	6.3	6.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AJ ANOTHER AREA EMPHASIZED3

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	276	87.6	87.6	87.6
LITTLE	1.	7	2.2	2.2	89.8
MODERATE	2.	14	4.4	4.4	94.3
EXTENSIVE	3.	18	5.7	5.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AK ANOTHER AREA EMPHASIZED4

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	293	93.0	93.0	93.0
LITTLE	1.	4	1.3	1.3	94.3
MODERATE	2.	4	1.3	1.3	95.6
EXTENSIVE	3.	14	4.4	4.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AL MATHEMATICS EDUCATION COURSE: TITLE

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	109	35	35	10.	3	1	77	22.	2	1	92
1.	58	18	53	11.	19	6	83	24.	3	1	93
2.	2	1	54	12.	4	1	85	25.	2	1	94
3.	17	5	59	13.	3	1	86	26.	8	3	97
4.	25	8	67	14.	5	2	87	27.	2	1	97
5.	21	7	74	15.	4	1	89	28.	5	2	99
6.	3	1	75	16.	4	1	90	29.	1	0	99
7.	3	1	76	17.	1	0	90	30.	1	0	99
8.	2	1	76	18.	1	0	90	31.	1	0	100
9.	1	0	77	19.	4	1	92	32.	1	0	100

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AM MATHEMATICS EDUCATION COURSE: TEXTBOOK

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	124	39	39	12.	1	0	90	27.	1	0	96
1.	12	4	43	13.	1	0	90	28.	2	1	96
2.	57	18	61	14.	1	0	91	29.	1	0	97
3.	1	0	62	15.	2	1	91	30.	3	1	97
4.	7	2	64	16.	2	1	92	31.	1	0	98
5.	21	7	70	18.	1	0	92	32.	1	0	98
6.	7	2	73	19.	1	0	93	34.	1	0	98
7.	16	5	78	20.	3	1	94	36.	2	1	99
8.	1	0	78	21.	1	0	94	38.	2	1	100
9.	6	2	80	23.	1	0	94	39.	1	0	100
10.	21	7	87	24.	2	1	95				
11.	10	3	90	26.	1	0	95				

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AN INSTRUCTOR-CONSTRUCTED MATERIALS USED

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	117	37.1	37.1	37.1
YES	1.	198	62.9	62.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AO MATHEMATICS EDUCATION COURSE 2: TITLE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	298	94.6	94.6	94.6
	3.	2	0.6	0.6	95.2
	4.	1	0.3	0.3	95.6
	5.	1	0.3	0.3	95.9
	6.	2	0.6	0.6	96.5
	7.	2	0.6	0.6	97.1
	12.	1	0.3	0.3	97.5
	20.	3	1.0	1.0	98.4
	21.	1	0.3	0.3	98.7
	23.	1	0.3	0.3	99.0
	26.	1	0.3	0.3	99.4
	27.	1	0.3	0.3	99.7
	33.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AP MATHEMATICS EDUCATION COURSE 2: TEXTBOOK

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	285	90.5	90.5	90.5
	1.	3	1.0	1.0	91.4
	5.	1	0.3	0.3	91.7
	6.	4	1.3	1.3	93.0
	7.	4	1.3	1.3	94.3
	11.	1	0.3	0.3	94.6
	14.	1	0.3	0.3	94.9
	15.	2	0.6	0.6	95.6
	17.	1	0.3	0.3	95.9
	19.	2	0.6	0.6	96.5
	20.	4	1.3	1.3	97.8
	25.	1	0.3	0.3	98.1
	27.	1	0.3	0.3	98.4
	28.	1	0.3	0.3	98.7
	33.	1	0.3	0.3	99.0
	35.	1	0.3	0.3	99.4
	37.	1	0.3	0.3	99.7
	38.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AQ MATHEMATICS EDUCATION COURSE 3: TITLE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE LISTED	-0.	313	99.4	99.4	99.4
ONE LISTED	1.	1	0.3	0.3	99.7
	4.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AR MATHEMATICS EDCUATION COURSE 3: TEXTBOOK

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
	-0.	309	98.1	98.1	98.1
	1.	1	0.3	0.3	98.4
	2.	1	0.3	0.3	98.7
	6.	1	0.3	0.3	99.0
	8.	1	0.3	0.3	99.4
	20.	1	0.3	0.3	99.7
	29.	1	0.3	0.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AS COMPETENCY-BASED TEACHER EDUCATION

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	-0.	222	70.5	70.5	70.5
YES	1.	93	29.5	29.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AT TO WHAT EXTENT IS YOUR PROGRAM CBTE?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NONE	-0.	175	55.6	55.6	55.6
LITTLE	1.	50	15.9	15.9	71.4
MODERATE	2.	63	20.0	20.0	91.4
EXTENSIVE	3.	27	8.6	8.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECCNDARY

AU EVALUATION: FOLLOW-UP OF GRADUATES

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	48	15.2	15.2	15.2
YES	1.	267	84.8	84.8	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AV EVALUATION: WRITTEN FEEDBACK OF SENIORS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	120	38.1	38.1	38.1
YES	1.	195	61.9	61.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AW EVALUATION: SURVEY COOPERATING TEACHERS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	151	47.9	47.9	47.9
YES	1.	164	52.1	52.1	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AX DO YOU USE OTHER MEANS OF EVALUATION?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	191	60.6	60.6	60.6
YES	1.	124	39.4	39.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AY AVAILABLE FOR COURSE: MATHEMATICS LABS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	140	44.4	44.4	44.4
YES	1.	175	55.6	55.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

AZ MAY BORROW FOR PRACTICUM: MATH LABS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	194	61.6	61.6	61.6
YES	1.	121	38.4	38.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECCNDARY

BA AVAILABLE IN COURSE: VIDEO TAPE RECORDER

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	85	27.0	27.0	27.0
YES	1.	230	73.0	73.0	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BB MAY BORROW FOR PRACTICUM: VIDEO TAPE REC

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	171	54.3	54.3	54.3
YES	1.	144	45.7	45.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BC AVAILABLE IN COURSE: MEDIA CENTRE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	46	14.6	14.6	14.6
YES	1.	269	85.4	85.4	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BD MAY BORROW FOR PRACTICUM: MEDIA CENTRE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	168	53.3	53.3	53.3
YES	1.	147	46.7	46.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BE AVAILABLE IN COURSE: MATH. ED. LIBRARY

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	57	18.1	18.1	18.1
YES	1.	258	81.9	81.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECCNDARY

BP MAY BORRCW FOR PRACTICUM: MATH ED LIB

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	149	47.3	47.3	47.3
YES	1.	166	52.7	52.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BG AVAILABLE IN COURSE: COMPUTER TERMINAL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	83	26.3	26.3	26.3
YES	1.	232	73.7	73.7	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

MCTH.SECONDARY

BH BORROW IN PRACTICUM: COMPUTER TERMINAL

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	244	77.5	77.5	77.5
YES	1.	71	22.5	22.5	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BI AVAILABLE IN COURSE: CALCULATORS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	88	27.9	27.9	27.9
YES	1.	227	72.1	72.1	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BJ MAY BORROW FOR PRACTICUM: CALCULATORS

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	232	73.7	73.7	73.7
YES	1.	83	26.3	26.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BK OTHER ITEMS AVAILABLE DURING COURSE?

CATEGORY LABEL	CODE	ABSCLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	306	97.1	97.1	97.1
YES	1.	9	2.9	2.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BL OTHER ITEMS AVAILABLE FOR PRACTICUM?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	305	96.8	96.8	96.8
YES	1.	10	3.2	3.2	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BM STILL OTHERS??

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	299	94.9	94.9	94.9
YES	1.	16	5.1	5.1	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BN CAN THEY BE BORROWED FOR THE PRACTICUM?

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	306	97.1	97.1	97.1
YES	1.	9	2.9	2.9	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BO OTHERS FOR COURSE

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	310	98.4	98.4	98.4
YES	1	5	1.6	1.6	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BP OTHERS FOR PRACTICUM

CATEGORY LABEL	CODE	ABSOLUTE FREQ	RELATIVE FREQ (PCT)	ADJUSTED FREQ (PCT)	CUM FREQ (PCT)
NO	0.	311	98.7	98.7	98.7
YES	1.	4	1.3	1.3	100.0
	TOTAL	315	100.0	100.0	

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BQ SINGLE MOST IMPORTANT ASPECT OF PROGRAM

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	123	39	39	11.	1	0	79	22.	5	2	95
1.	3	1	40	12.	7	2	82	23.	2	1	96
2.	9	3	43	13.	7	2	84	24.	2	1	97
3.	11	3	46	14.	5	2	85	25.	1	0	97
4.	9	3	49	15.	10	3	89	26.	2	1	97
5.	8	3	52	16.	6	2	90	27.	1	0	98
6.	18	6	57	17.	1	0	91	28.	3	1	99
7.	12	4	61	18.	1	0	91	37.	1	0	99
8.	21	7	68	19.	5	2	93	40.	1	0	99
9.	34	11	79	20.	2	1	93	41.	1	0	100
10.	1	0	79	21.	1	0	94	80.	1	0	100

VALID CASES 315 MISSING CASES 0

NCTM.SECONDARY

BR GREATEST NEED OF PROGRAM

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
-0.	125	40	40	13.	1	0	82	26.	3	1	93
1.	2	1	40	14.	1	0	82	27.	4	1	95
2.	22	7	47	15.	5	2	84	28.	4	1	96
3.	13	4	51	16.	2	1	84	29.	1	0	96
4.	6	2	53	17.	1	0	85	30.	1	0	97
5.	4	1	55	18.	5	2	86	31.	1	0	97
6.	9	3	57	19.	2	1	87	34.	1	0	97
7.	4	1	59	20.	2	1	88	35.	1	0	97
8.	12	4	63	21.	1	0	88	36.	2	1	98
9.	4	1	64	22.	2	1	89	37.	1	0	98
10.	4	1	65	23.	9	3	91	38.	2	1	99
11.	10	3	68	24.	2	1	92	39.	2	1	100
12.	42	13	82	25.	1	0	92	42.	1	0	100

VALID CASES 315 MISSING CASES 0